



West Pelzer Elementary

10 West Stewart Street
West Pelzer, SC 29669

Grades	PK-5 Elementary School	
Enrollment	417 Students	
Principal	Dr. Stacy Hashe	864-947-6424
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	At-Risk
2006	Good	Average
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

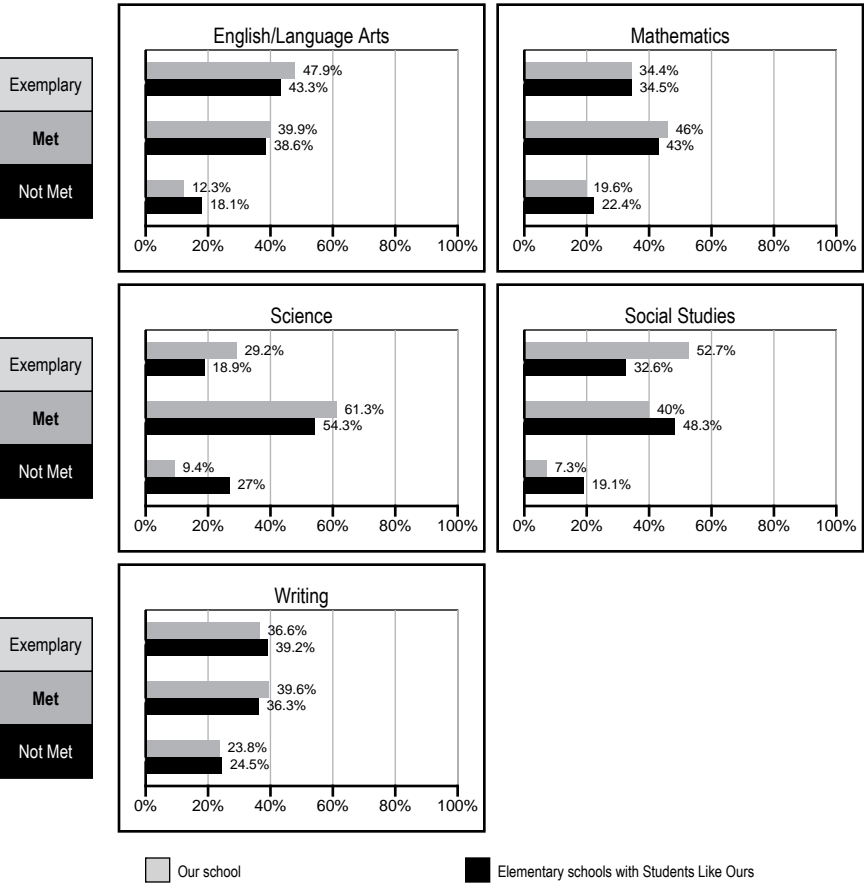
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	29	45	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=417)				
First graders who attended full-day kindergarten	100.0%	Up from 85.5%	100.0%	100.0%
Retention rate	1.8%	Down from 2.8%	1.9%	1.9%
Attendance rate	96.1%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	0.0%	Down from 12.4%	14.1%	10.0%
With disabilities other than speech	7.4%	Up from 6.6%	7.4%	7.7%
Older than usual for grade	0.6%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	42.9%	Up from 35.7%	61.3%	59.4%
Continuing contract teachers	71.4%	Down from 75.0%	82.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.3%	Down from 94.3%	88.5%	85.9%
Teacher attendance rate	95.0%	Up from 93.6%	95.3%	95.1%
Average teacher salary*	\$45,363	Up 4.4%	\$47,579	\$47,149
Professional development days/teacher	8.8 days	Up from 8.1 days	10.9 days	11.1 days
School				
Principal's years at school	10.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 19.1 to 1	19.2 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 88.9%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,431	Up 10.7%	\$6,963	\$7,458
Percent of expenditures for instruction**	66.2%	Down from 67.7%	69.2%	68.8%
Percent of expenditures for teacher salaries**	60.7%	Down from 63.8%	63.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

West Pelzer Elementary started the 2008-2009 school year with the theme: "Dive into Learning." Our nine-week themes included: "Splash and Read," "Wade and Discover," "Sail and Travel," and "Swim and Play." We continued our character education through Chick-Fil-A's program. Our fifth grade BETA students were exemplary role models of positive support to our school and community with several service projects in helping to clean our garden and community. They helped with a major fundraiser for a local four-year-old leukemia patient along with our four-year-olds' Trike-a-Thon. Our teachers participated in a pilot science writing program to help them with scaffolding instruction to support learning giving students more opportunities for expository writing.

West Pelzer Elementary focused on differentiated instruction and guided reading. Our seventh annual Literature Field Day encouraged all students to dress as their favorite storybook character; the students rotated throughout the morning to different stations of storybook tellers. We held four Accelerated Reader celebrations to encourage reading. Fourth grade held a Poetry Piazza and our first graders presented the musical "The First Penguin's Christmas." Piano keyboarding and strings gave students wonderful opportunities to expand their musical background in fourth and fifth grades.

Fifth graders went to Tybee Island, Ga. To have the opportunity to see the S.C. life science standards come to life. Our third graders visited Charleston, S.C. to help in their study of South Carolina History. West Pelzer held fourth grade Colonial Day and mining for our third graders here at school. Dr. Doug visited to share information of "Force and Motion" and "Fury of Hurricanes." Trips for our first and second graders gave them opportunities to recognize and further explain their science standards by visiting the Greenville Zoo and Roper Mountain Science Center.

Our "Learn and Serve" grant monies and the community support of volunteers helped our kindergarten classes to expand its community helpers program. We purchased items that focused on careers within the community. Our PTO helped with our fall festival, spring fling, holiday workshop, teacher appreciation luncheon, and our fifth grade end-of-the-year luncheon. We participated in "Jump Rope for Heart" and collected over \$4,000. Our Healthy School's initiatives continued with our Mileage Club, morning television fitness video, and daily parent/student checklists.

Our mission is to provide challenging expectations that encourage continuous improvement for students to become productive, self-directed, and lifelong learners. For the past six years, our report card continued to have an Absolute Rating "Good." We have continued to be recognized from the Education Oversight Committee for "Closing the Achievement Gap" for the sixth year and received the Gold Award this year.

SIC Chairperson, Tina Reeves and Principal, Stacy Hashe

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	49	41
Percent satisfied with learning environment	100.0%	87.8%	90.0%
Percent satisfied with social and physical environment	100.0%	93.9%	87.5%
Percent satisfied with school-home relations	88.9%	89.8%	90.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	181	100	12.3	39.9	47.9	95.1	92.2	82.8	Yes	Yes
Gender										
Male	90	100	15	40	45	93.8	90.9	79.3	N/A	N/A
Female	91	100	9.6	39.8	50.6	96.4	93.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	164	100	10.9	42.2	46.9	95.9	93.1	89.5	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	85.4	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.5	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	82.5	I/S	I/S
Disability Status										
Disabled	25	100	33.3	50	16.7	87.5	72	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	84.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	72	100	19	41.4	39.7	93.1	86.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	181	100	19.6	46	34.4	91.4	88.8	78.9	Yes	Yes
Gender										
Male	90	100	21.3	42.5	36.3	92.5	88.6	77	N/A	N/A
Female	91	100	18.1	49.4	32.5	90.4	89.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	164	100	17.7	48.3	34	91.8	89.8	87.2	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	79.6	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.9	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	79.5	I/S	I/S
Disability Status										
Disabled	25	100	41.7	33.3	25	70.8	59.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	72	100	22.4	48.3	29.3	89.7	81.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	120	100	9.4	61.3	29.2	90.6	84.7	67.5
Gender								
Male	63	100	7.1	62.5	30.4	92.9	84.9	67
Female	57	100	12	60	28	88	84.4	68
Racial/Ethnic Group								
White	111	100	9.2	61.2	29.6	90.8	86.6	79.5
African American	3	I/S	I/S	I/S	I/S	I/S	63.6	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	100	20	73.3	6.7	80	56.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.5	59.6
Socio-Economic Status								
Subsided meals	53	100	14.3	64.3	21.4	85.7	74.5	55.1

Social Studies

All Students	120	100	7.3	40	52.7	92.7	85.9	72.3
Gender								
Male	54	100	10.4	29.2	60.4	89.6	86.2	71.5
Female	66	100	4.8	48.4	46.8	95.2	85.7	73.2
Racial/Ethnic Group								
White	106	100	7.3	40.6	52.1	92.7	86.8	80.7
African American	4	I/S	I/S	I/S	I/S	I/S	78.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.6	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	15	100	7.1	71.4	21.4	92.9	59.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78	67.9
Socio-Economic Status								
Subsided meals	48	100	9.8	46.3	43.9	90.2	77.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	178	99.4	23.3	39.9	36.8	76.7	80.5	70.2	96.1	96.3
Gender										
Male	88	98.9	26.6	44.3	29.1	73.4	75.3	63.2	96.1	96.3
Female	90	100	20.2	35.7	44	79.8	86.1	77.5	96.2	96.3
Racial/Ethnic Group										
White	160	99.4	21.9	41.1	37	78.1	82.1	79.1	96.1	96.2
African American	6	I/S	I/S	I/S	I/S	I/S	67.7	57.6	96	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.9	86.2	98.9	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	72.2	62.6	96.4	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	53.3	68.7	96.1	94.3
Disability Status										
Disabled	23	95.7	59.1	36.4	4.5	40.9	36.6	26.1	96.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	74.5	61.2	96.6	97.1
Socio-Economic Status										
Subsidized meals	69	98.6	29.3	41.4	29.3	70.7	68.8	58.9	95.6	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	61	100	12.5	37.5	50	87.5
	4	59	100	7.5	49.1	43.4	92.5
	5	61	100	16.7	33.3	50	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	61	100	12.5	44.6	42.9	87.5
	4	59	100	17	49.1	34	83
	5	61	100	29.6	44.4	25.9	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	21.4	57.1	21.4	78.6
	4	59	100	1.9	66	32.1	98.1
	5	31	100	12	56	32	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	31	100	3.6	53.6	42.9	96.4
	4	59	100	5.7	34	60.4	94.3
	5	30	100	13.8	37.9	48.3	86.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	59	98.3	25.5	43.6	30.9	74.5
	4	59	100	14.8	42.6	42.6	85.2
	5	60	100	29.6	33.3	37	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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